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ABSTRACT

An experimental course in college-level, introductory German, based on a modification of Fred S. Keller's work in individualized instruction, is described in this study. The establishment of specific time limits for completion of predetermined subject matter and the provision of tutorial services are essential variations from the classical approach to individualized instruction. Texts used in the course are "Deutsch fur Amerikaner" by Goedsche and Spann and "Moderne Erzahlungen" by Kritsch and Schlimbach. A course schedule for fall and spring semesters is included, and the grading system for German 1 and 2 is discussed. A summary of student responses to an attitudinal questionnaire is included. (RL)

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SEEKING A PACE TO PERFECTION: THE ATTEMPT TO INDIVIDUALIZE INSTRUCTION IN ELEMENTARY GERMAN AT LAFAYETTE COLLEGE, EASTON, PA.

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Lafayette College offers a one year course in elementary German. Until the beginning of the 1971-72 academic year the course was taught in a conventional manner, with approximately one chapter or unit of work being covered over the four 50-minute periods per week. For the 1971-72 academic year, however, I introduced an experimental program, my version of a course in individualized instruction.

For statistical purposes it is unfortunate that course requirements had been eliminated from the College's curriculum just prior to the implementation of the newly structured program, since, as a result, the enrollment in all of the elementary language courses decreased substantially; in the past years, while a language requirement was still in effect, an average of sixty (60) students had continuously enrolled in Elementary German, whereas following its elimination we showed only half of that amount taking part in the course. Furthermore, the thirty (30) students with whom we were working last year, for one reason or another, were taking Elementary German of

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their own volition. No doubt I therefore will never come to know how the Lafayette College recalcitrants would have reacted to foreign language study in such a program as the one we are now offering. Those students who took the new course nevertheless were asked to fill out a questionnaire at the completion of the second semester's work, and the responses were overwhelmingly favorable. (One look at the general consensus of student opinion in Table 3 indicates that they exhibited a definitely positive attitude toward the experimental program). But the strongest confirmation of the program's success perhaps can be attested to by the fact that the enrollment for the current academic year has increased by roughly 85%, for we now have fifty-six students taking elementary German, even though no one is required to study a foreign language.

My attempt to make learning of the fundamentals of German more palatable to the students, if not more exciting to them, is based on a pedagogical experiment that was conducted initially in 1963 by Fred S. Keller while he was teaching psychology at Columbia University. Essentially it is aspects of Keller's system[1] which I adapted for implementation in my own, a system that has come to be called "Personalized or Individualized Instruction".

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[1]Professor Keller's system is described in detail in his article, "Goodbye Teacher...", The Journal of Applied Behavior Analysis, 1968, I (78-89).

Basics of this very same system were taken over by our Psychology Department as well for use in the introductory Psychology course, and, I might add, the student response to this program was equally favorable.

The first aspect of Keller's system that appealed to me is the go-at-your-own-pace feature, which permits a student to move through the course at a speed commensurate with his ability and the other demands upon his time. But as I previously stated, my program is an adaptation of Keller's, and although I would have liked to utilize a de facto go-at-your-own-pace system, the practical exigencies of college teaching required that I establish a time limit for the completion of a given unit. I foresaw that with each student being permitted to go through the program at his optimim rate of speed, wide disparities in the rates of individual progress would soon develop. Therefore, a maximum yet generous time limit for completing the unit at a minimum performance level had to be clearly defined. This proved to be no problem, and the time limit was automatically determined by the teaching schedule for each unit. (Table I consists of the syllabus for the 1971-72 academic year and a portion of the daily teaching schedule: Given this staggered unit structure, a student's progress through the course

materials at his optimum rate proved feasible.) You will note that each instructor continued to teach the material of a given unit in the classroom for seven (7) consecutive hours instead of the traditional 4, and in addition to this availed himself for private tutorial instruction. Thus the slower learner lost his fear and the rapid learner who moved on to new material was not consigned to boredom.

A second feature of the Keller method I took over was the insistence on unit-perfection which discourages the student from advancing to the next unit without having first successfully demonstrated mastery of the material which preceded. Mastery was established as the attainment of the grade of A on a unit test. However, just as a reasonable modification had to be made by imposing on the students a maximum time limit for going-at-their-own pace in completing a given unit, so too, in the case of certain individuals, the desire for 90 to 100% unit-mastery had to be viewed in more modest terms of reaching a minimum performance level before allowing them to proceed to the next unit. (More will be said about this concession regarding unit-perfection shortly).

A third of Keller's features that I found appealing is the use of student proctors; this permits repeated

testing and immediate scoring, an aspect which greatly promotes personalized tutoring and enhances the personal-social aspect of the educational process. A proctor is not a test checker; his function is mainly pedagogical. A proctor is an undergraduate who has been chosen for his mastery of the course content, for his maturity of judgment, for his understanding of the problems confronting the student of elementary German, and for his willingness to assist. I made use of two full time proctors who each worked approximately 8 hours per week and of two part time proctors who each worked a maximum of five hours per week. The proctor determined whether the student's achievement on the unit test was satisfactory or unsatisfactory, and, ordinarily, his judgment was final; however, should there have been serious doubt on the part of either the proctor or the student, either could then have appealed for a decision to the supervising instructor. Incidentally, more than 1200 readiness tests were administered during the 1971-72 academic year, and only once was an appeal made to me for the adjudication of a grade, and this request by a proctor and not by a student.

Although in such a program the instructor is liberated from correcting the unit tests, his other principal responsibilities remain unchanged; to his lot stills falls (a) the

selection of all the basic study material used in this course;[2] (b) the organization and the mode of presenting this material; (c) the construction of all tests and examinations, and discussion opportunities; (d) the task of acting as a clearing-house for requests and complaints, and that of arbitrating in any case of disagreement between the students and the proctors.

When the program was first approved, no one knew to what extent the elimination of the language requirement would tend to decrease the enrollment in the elementary German course, and the administration allowed us to continue with the status quo, namely with three instructors to accommodate a possible sixty to eighty students. In anticipation of a continued decreased enrollment for the present year, I was asked to reduce the teaching staff in the program from three to two, and even though the enrollment for the course has almost doubled, no serious problems, pedagogical or otherwise, have been encountered thus far, since I was able to compensate for the enrollment increase by the addition of one more part-time proctor. From a financial point of view the administration is pleased, since the sum total of the monetary compensation earned by the proctors is substantially less than the remuneration

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[2] I say basic, since some of the extra credit or supplementary materials had been chosen in accord with personal interests of the students.

which a single additional instructor would receive for this one course as constituting one-third (1/3) or even one-fourth (1/4) of his normal teaching load.

Individualized instruction at Lafayette College is not synonymous with "independent study" or "doing-one's-own-thing", for this implies what the student ought to do for himself, something which of course has a definite place in our individualized program, but essentially only after a student has showed mastery of a given basic unit. To me individualized instruction is primarily what the resource people; i.e. both the instructors and proctors, can do for the student, for it is the terminal behavior of each student that is stressed, not simply the exposure offered by a lock-step system. The classroom where the student learns the material, the testing area where his knowledge is reinforced, and, to a certain extent, the language laboratory remain the basic sources of critical information. Extra credit supplementary packages are made available upon completion of each unit. Although I see it as hypothetically possible that a student might demonstrate mastery of the basic unit or units without ever having attended class, I have not yet witnessed any instance whereby this proved to be the case. Therefore, although no regulations on cuts had

been established, class attendance did remain constant throughout the year.

Since our program was approved just prior to the beginning of the 1971-72 academic year, and since all the materials were supposed to have been organized prior to the first day of class, it was decided to select texts which all three instructors in the program had used before and with which all were thoroughly familiar, namely, Deutsch für Amerikaner by Goedsche and Spann, and Moderne Erzählungen by Kritsch and Schlimbach.[3] Thereupon, the materials for the entire German 1-2 sequence were divided into an equal number of units, as indicated by Table I, and a maximum of three equivalent tests was constructed for each unit. The same holds true for this year, but the number of units have been slightly reduced. Vocabulary and aspects of grammar were present in each test, but the form of the tests sometimes varied from unit to unit, e.g. oral and written translation exercises were most frequently used to indicate the student's facility in each of these areas, but after the introduction of the elementary reader, short essay questions became a standard part of the tests. The proctors were always supplied with grading information before administering the test.

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[3]It must be born in mind, however, that since this is not a method, but rather a restructuring of the course and of the teacher-student contact, any text books and any method could be used.

Each student continues to be offered optional testing dates. The instruction periods still take place four mornings every week, and, correspondingly, readiness testing takes place on each of these afternoons from 3:30 - 5:30 p.m. This approach to testing implies that not all students are tested simultaneously; the individual student is tested only when he is ready to be tested. As soon as the student demonstrates mastery of the material by his achievement on a readiness test, he is told to proceed to the next unit. Otherwise he is advised to continue his work with an instructor on the unit that he finds problematic. A failure or low grade on a test need not have any adverse effects, if the student does something to remove it. A failure means only that the student should continue to strive for mastery and to try again on a following day in order to score higher on an exam. If final success in the course is to be assured, it is better to take the maximum number of tests than not enough. As soon as the unit is mastered, the lower grade is erased and maximum credit for a unit is given. Since no tests have ever been administered during the established hours of contact between the instructor and the students, the latter were always afforded the opportunity to be taught during every scheduled contact hour.

Behavioral objectives for each unit needed to be

clearly defined by each instructor in the program, and as we proceeded each student was made aware of his specific learning task. The student was continuously apprised of what ability he had to demonstrate; he also knew to what degree he had to demonstrate it, if he were to receive maximum credit for his work, and, thereby, be permitted to move forward in the program. Thus, the student knew at all times what had to be done in order to earn the grade of A; he knew that A's and B's were not impossible goals that would be meted out according to some cryptic curving process; he knew at all times where he stood in the course, both with respect to his completion of the course and with respect to the achievement of his colleagues.

A Course Description for Elementary German carried a complete statement and outline of the course. Table II is an excerpt dealing with the grading procedure that was used and is still in use during the present semester. You will note that by the successful completion or mastery of a unit test, the student earns the maximum of 27 quality points; anything less than that earns him proportionately less quality points--for what was traditionally considered a B, he now receives 24, for a C, 21, and for a D, 18 quality points. The sum total of his accrued quality points determines his final grade. It is important, however, to bear in mind that the student who does not indicate mastery

of a unit is strongly advised (though not forced) to continue working on the unit in question and to take another equivalent test. Only the highest score is counted toward the final grade.

Although the minimum performance level for advising the student to proceed on to the next unit was established as the mastery of 90-100% of the material, i.e. what heretofore had to be termed an A on a unit test, it was nevertheless generally agreed that we would discourage a student from proceeding to the next unit as long as he still had not exhausted the maximum number of tests at his disposal, in effect, as long as he still had the opportunity to reach the ideal of 100% mastery. However, this restraint proved to be entirely superfluous, for the students themselves refused to move forward as long as they had a chance to improve their mastery of the material in which they needed to show improvement. Aside from this, for the majority of students unit-perfection or its close equivalent has revealed itself to be a goal that can be realized by perserverance.[4]

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[4]To be sure, in spite of the many contact hours, the multiplicity of private tutorials, and the three equivalent readiness tests, there was a handful of students who still could not attain the desired minimum level of performance, the 90% mastery. Furthermore, toward the end of the semester, mastery of 80% of the material on a given unit was not attained by two students, and we

The final examinations at the end of each semester were comprised of course material familiar to the students from the unit readiness tests; these final examinations proved to be no more than comprehensive reviews. In all instances, save one, the students' grades remained constant or were raised. For both semesters the majority of the students received the grades of A or B.

In summary, from the points of view of the instructors, the proctors, and the students, the course has been and continues to be a success. Naturally, it can be argued that an obvious explanation for the positive attitude on the part of the students is the higher proportion of good grades when compared to other introductory courses (including German in past years). However, it can be argued equally well that the converse holds true, and good grades are achieved because students are motivated to learn.

Every student is benefiting from the new freedom to

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believed then that we had no other recourse than to allow these two students to proceed to the next unit after having mastered only 75% of the unit material. Both of these students found German exceptionally time-consuming and upon our recommendation they dropped the course at the end of the first-half of the German 1-2 sequence. Both of these students received a C as a final grade. Only one student received a failure, and the reason for this was due to her excessive absences from classes; as a result, she was unable to pass the unit examinations, and simply gave up at the third quarter after having completed only one-half of the first semester's work.

move at the pace that is most commensurate with his ability. The average student still attends class 50 minutes per day, for four days each week, and completes the unit within this time. On the other hand, some students with greater language aptitude often complete the unit in less than the four contact hours per week, and they are then free to do extra work on the supplementary listening comprehension or reading packages. However, anyone can teach good students, and it is therefore probably the slower learner who derives the greatest satisfaction from the program, since frequently he requires six or seven class contact hours and sometimes even further tutorial assistance before completing the basic unit. Yet there seems to be no frustration on his part, for he realizes that he will be graded for his knowledge and not his speed.

November, 1972

Elementary German (Mon., Tues., Wed., & Fri. at 10 A.M.)

Table I

Teaching Schedule for 1971-72

(Each Unit taught 7 consecutive hours)

Fall Semester

UNIT	DATES	TEXT: Goedsche-Spann
R	Sept. 13-Sept. 22	Part I, Chap. 1 & 2
2	Sept. 17-Sept. 28	Part II, Lesson 1
3	Sept. 22-Oct. 4	Part II, Lesson 2
4	Sept. 28-Oct. 8	Part II, Lesson 3
5	Oct. 4-Oct. 13	Part II, Lesson 4
6	Oct. 8-Oct. 19	Review & Supplement I
7	Oct. 13-Oct. 25	Part II, Lesson 5
8	Oct. 19-Oct. 29	Part II, Lesson 6
9	Oct. 25-Nov. 3	Part II, Lesson 7
10	Oct. 29-Nov. 9	Part II, Lesson 8
11	Nov. 3-Nov. 15	Part II, Lesson 9
12	Nov. 9-Nov. 19	Part II, Lesson 10
13	Nov. 15-Nov. 24	Review & Supplement II
14	Nov. 19-Dec. 1	Part II, Lesso n 11
15	Nov. 29-Dec. 6	Part II, Lesson 12

Spring Semester

15	Jan. 17-Jan. 19	Part II, Lesson 12
16	Jan. 17-Jan. 26	Part II, Lesson 13
17	Jan. 21-Feb. 1	Part II, Lesson 14
18	Jan. 26-Feb. 7	Part II, Lesson 15
19	Feb. 1-Feb. 11	Review & Supplement III
20	Feb. 7-Feb. 16	Part II, Lesson 16
21	Feb. 11-Feb. 22	Part II, Lesson 17
22	Feb. 16-Feb. 28	Part II, Lesson 18
23	Feb. 22-Mar. 3	Part II, Lesson 19
24	Feb. 28-Mar. 8	Part II, Lesson 20
25	Mar. 3-Mar. 14	Part II, Lesson 21
26	Mar. 8-Apr. 5	Reading Unit 1
27	Mar. 15-Apr. 11	Reading Unit 2
28	Apr. 6-Apr. 17	Reading Unit 3
29	Apr. 11-Apr. 21	Reading Unit 4
30	Apr. 17-Apr. 26	Reading Unit 5

Table I (continued)

	Monday	Tuesday	Wednesday	Thursday	Friday
Oct	10/18	10/19	10/20		10/22
	Cos:U.7	Cos: U. 7	Cos: U. 7		Cos: U. 7
	Boyd:Tut.	Boyd: U. 8	Boyd: U.8		Boyd: U. 8
	McD: U. 6	McD: U. 6	McD: Tut.		McD: Tut.
	10/25	10/26	10/27		10/29
	Cos: U. 7	Cos: Tut.	Cos: Tut.		Cos: U. 10
	Boyd: U.8	Boyd: U. 8	Boyd: U.8		Boyd: U. 8
	McD: U. 9	McD: U. 9	McD: U. 9		McD: U. 9
Nov.	11/1	11/2	11/3		11/5
	Cos: U.10	Cos:U.10	Cos: U.10		Cos: U. 10
	Boyd:Tut.	Boyd:Tut.	Boyd:U.11		Boyd: U. 11
	McD:U. 9	McD: U. 9	McD: U.9		McD: Tut.
	11/8	11/9	11/10		11/12
	Cos:U.10	Cos.U.10	Cos:Tut.		Cos:Tut.
	Boyd:U.11	Boyd:U.11	Boyd:U.11		Boyd:U.11
	McD:Tut.	McD:U.12	McD:U.12		McD:U.12
	11/15	11/16	11/17		11/19
	Cos:U.13	Cos:U.13	Cos:U.13		Cos:U.13
	Boyd:U.11	Boyd:Tut.	Boyd:Tut.		Boyd:U. 14
	McD:U.12	McD:U.12	McD:U.12		McD:U.12
	11/22	11/23	11/24	Thanksgiving	
	Cos:U.13	Cos:U.13	Cos:U.13	Recess	
	Boyd:U.14	Boyd:U.14	Boyd:U.14		
	McD:Tut.	McD:Tut.	McD:Tut.		

GERMAN 1-2
1972-1973

SYLLABUS RESUMÉ

* Unit	Dates	Text
Fall Semester		
1	Sept. 6-Sept. 19	I. Teil thru p. 16
2	Sept. 13-Sept. 26	Lesson 1
3	Sept. 20-Oct. 3	Lesson 2
4	Sept. 27-Oct. 10	Lesson 3
5	Oct. 4-Oct. 17	Lesson 4
6	Oct. 11-Oct. 24	Review and Supplement I
7	Oct. 18-Oct. 31	Lesson 5
8	Oct. 25-Nov. 11	Lesson 6
9	Nov. 1-Nov. 14	Lesson 7
10	Nov. 8-Nov. 21	Lesson 8
11	Nov. 15-Dec. 1	Lesson 9
12	Nov. 27-Dec. ~~4~~ 8	Lesson 10
13	Dec. 4-Dec. ~~12~~ 13	Review and Supplement II

Final Exam date to be announced

Spring Semester		
13	Jan. 15-Jan. 26	Review and Supplement II
14	Jan. 22-Feb. 2	Lesson 11
15	Jan. 29-Feb. 9	Lesson 12
16	Feb. 3-Feb. 16	Lesson 13
17	Feb. 12-Feb. 23	Lesson 14
18	Feb. 19-Mar. 2	Lesson 15
19	Feb. 26-Mar. 9	Review and Supplement III
20	Mar. 5-Mar. 26	Lesson 16
21	Mar. 12-Apr. 2	Lesson 17
22	Mar. 27-Apr. 10	Lesson 18
23	Apr. 3-Apr. 25	Lesson 19
24	Apr. 24-May 2	Lesson 20
25	Apr. 27-May 9	Lesson 21
26	May 4-May 9	Reading Unit

Final Exam date to be announced

* Each unit is taught a total of 8 consecutive hours.

9/13/72

GERMAN 1-2 SYLLABUS

	Monday	Tuesday	Wednesday	Thursday	Friday
Sept. 1972			9/6 Boyd: Unit 1 McD: Tut.		9/8 Boyd: Unit 1 McD: Tut.
	9/11 Boyd: Unit 1 McD: Tut.	9/12 Boyd: Unit 1 McD: Tut.	9/13 Boyd: Unit 1 McD: Unit 2		9/15 Boyd: Unit 1 McD: Unit 2
	9/18 Boyd: Unit 1 McD: Unit 2	9/19 Boyd: Unit 1 McD: Unit 2	9/20 Boyd: Unit 3 McD: Unit 2		9/22 Boyd: Unit 3 McD: Unit 2
	9/25 Boyd: Unit 3 McD: Unit 2	9/26 Boyd: Unit 3 McD: Unit 2	9/27 Boyd: Unit 3 McD: Unit 4		9/29 Boyd: Unit 3 McD: Unit 4
October	10/2 Boyd: Unit 3 McD: Unit 4	10/3 Boyd: Unit 3 McD: Unit 4	10/4 Boyd: Unit 5 McD: Unit 4		10/6 Boyd: Unit 5 McD: Unit 4
	10/9 Boyd: Unit 5 McD: Unit 4	10/10 Boyd: Unit 5 McD: Unit 4	10/11 Boyd: Unit 5 McD: Unit 6		10/13 Boyd: Unit 5 McD: Unit 6
	10/16 Boyd: Unit 5 McD: Unit 6	10/17 Boyd: Unit 5 McD: Unit 6	10/18 Boyd: Unit 7 McD: Unit 6		10/20 Boyd: Unit 7 McD: Unit 6
	10/23 Boyd: Unit 7 McD: Unit 6	10/24 Boyd: Unit 7 McD: Unit 6	10/25 Boyd: Unit7 McD: Unit 8		10/27 Boyd: Unit 7 McD: Unit 8

GERMAN 1-2 SYLLABUS

	Monday	Tuesday	Wednesday	Thursday	Friday
Oct./Nov.	10/30 Boyd: Unit 7 McD: Unit 8	10/31 Boyd: Unit 7 McD: Unit 8	11/1 Boyd: Unit 9 McD: Unit 8		11/3 Boyd: Unit 9 McD: Unit 8
	11/6 Boyd: Unit 9 McD: Unit 8	11/7 Boyd: Unit 9 McD: Unit 8	11/8 Boyd: Unit 9 McD: Unit 10		11/10 Boyd: Unit 9 McD: Unit 10
	11/13 Boyd: Unit 9 McD: Unit 10	11/14 Boyd: Unit 9 McD: Unit 10	11/15 Boyd: Unit 11 McD: Unit 10		11/17 Boyd: Unit 11 McD: Unit 10
	11/20 Boyd: Unit 11 McD: Unit 10	11/21 Boyd: Unit 11 McD: Unit 10	11/22 RECESS		11/24 RECESS
Nov./Dec.	11/27 Boyd: Unit 11 McD: Unit 12	11/28 Boyd: Unit 11 McD: Unit 12	11/29 Boyd: Unit 11 McD: Unit 12		12/1 Boyd: Unit 11 McD: Unit 12
	12/4 Boyd: Unit 13 McD: Unit 12	12/5 Boyd: Unit 13 McD: Unit 12	12/6 Boyd: Unit 13 McD: Unit 12		12/8 Boyd: Unit 13 McD: Unit 12
	12/11 Boyd u: 13 Final } McD Review	12/12 Boyd: u 13 Final } McD Review	12/13 Boyd: u 13 Final } McD Review		
			Unit Testing ends after today		

TABLE II

Grading System for German 1-2 During the 1972-73 Academic Year

Unit testing will continue throughout the entire German 1-2 sequence (this includes the reading segment as well as the grammar segment of the course). The number of units total 13 per semester and when at the end of a given semester you have passed the mastery tests for all 13 of the study units, you will take a comprehensive final examination over all of the course material covered to date. The questions for this examination will be based only on the material that has been covered, namely, on material that you understand (determined by the readiness tests you have already passed). Your final examination score will be important in determining your course grade. Since you will have mastered all of the course material in having passed the mastery tests, you ought to receive a final grade of A unless you are careless in reviewing.

In summarizing the grading procedure for German 1-2, the following criteria will determine your final grade:

a) Each mastery test counts 27 points toward your final grade, and you are credited with those points each time you satisfactorily pass one of these tests--satisfactorily pass means here to receive the grade of 90% or better on a unit exam.

b) The final examination is worth a maximum of 150 points.

b) Bonus points may be added to your point total if you choose to read selected extra credit assignments and indicate mastery of the material by satisfactorily passing a unit readiness test on the material (each extra reading could earn a student three bonus points).

The total number of points required to earn the various letter grades is as follows:

Grade	Points
A	475 or more
B	450-474
C	425-449
D	400-424
F	Below 400

N.B. Should a student decide to move on to the next unit after having attained only a B as the highest grade on the readiness tests for a given unit--bear in mind that a maximum of three tests may be taken--the student would then receive 24 quality points toward the final grade; similarly, those students moving to the next unit with the grade of C will receive only 21 quality points, and 18 quality points with the grade of D...

90%	- 100%	=	27	quality points
80	- 89	=	24	
70	- 79	=	21	
60	- 69	=	18	
50	- 59	=	15	
40	- 49	=	12	
30	- 39	=	9	
20	- 29	=	6	
10	- 19	=	3	
0	- 10	=	0	

Table III

Summary of questionnaire responses. (Each item began with the phrase, "In comparison with other courses" or "In comparison with other methods of instruction").

amount of work required	greater
mastery of material	greater
feeling of achievement	greater
enjoyment of the course	greater
likelihood of cheating	less
tendency to memorize details	greater
understanding of basic concepts	greater
recognition as an individual	about the same to greater
study habits in the course	improved
confidence in own ability	increased
attitude toward test taking	became more positive
worry about final grade	decreased
desire to hear lectures	unaffected
discussions with proctors	helped
personal influence of proctors	neutral to important
use of students as proctors	highly desirable

Name _____

Questionnaire for Assessing Student Opinion in German I

Please be kind enough to spend the time to answer the following questions as objectively as you can. Should you (collectively) desire changes, German 2 might be modified accordingly; certainly German I courses to be taught in the future could profit from your comments.

A. Did you attend class:

a) always
b) regularly, but missed several classes
c) infrequently

B. Are you a Freshman, Sophomore, Junior, or Senior?

* *

Please encircle the appropriate letter (a, b, c, d, or e) before your choice of the alternatives presented. If you wish to modify or qualify your answers in any way, please feel free to do so; add any comments you wish. The following items pertain to the Readiness Testing portion of the course.

1. In comparison with the usual methods of instruction, I think that the amount of work required by this method is:

a) much greater
b) greater
c) about the same
d) less
e) much less

2. In comparison with courses taught by the usual methods, the degree of pressure on me to do the work of this course was:

a) much greater
b) greater
c) about the same
d) less
e) much less

3. In comparison with other courses, the percentage of my mastery of the assignments in this course was:

a) much greater
b) greater
c) about the same
d) less
e) much less

4. In comparison with other courses, the feeling of achievement generated by passing tests in this one was:

a) much greater
b) greater
c) about the same
d) less
e) much less

5. In comparison with other courses generally, my enjoyment of this one was:

a) much greater
b) greater
c) about the same
d) less
e) much less

6. In comparison with other courses generally, the likelihood of cheating was:

a) much greater
b) greater
c) about the same
d) less
e) much less

7. In comparison with other courses generally, the temptation to cheat was:

a) much greater
b) greater
c) about the same
d) less
e) much less

8. In comparison with other courses generally, my tendency to memorize detail in this course was:

a) much greater
b) greater
c) about the same
d) less
e) much less

9. In comparison with other courses generally, my understanding of basic concepts or principles in this course was:

a) much greater
b) greater
c) about the same
d) less
e) much less

10. In comparison with other courses generally, the influence of the instructors on me in this course was:

a) much greater
b) greater
c) about the same
d) less
e) much less

11. In comparison with other courses generally, the recognition of me as an individual in this course was:

a) much greater
b) greater
c) about the same
d) less
e) much less

12. As the term went on, I found that my study habits in this course were:

a) greatly improved
b) improved
c) unaffected
d) harmed
e) greatly harmed

13. As the term went on, confidence in my ability to master the study assignments:

a) increased greatly
b) increased
c) was unchanged
d) decreased
e) decreased greatly

14. The size of the study unit in this course was:

a) much too great
b) too great
c) about right
d) too small
e) much too small

15. As the term went on, my attitude toward the taking of readiness tests:

a) became much more positive
b) became more positive
c) remained about the same
d) became more negative
e) became much more negative

16. As the term went on, my worry about my final standing in the course:

a) increased greatly
b) increased
c) remained about the same
d) decreased
e) decreased greatly

17. As the term went on, my desire to hear lectures:

a) became much greater
b) became greater
c) was unaffected
d) became less
e) became much less

18. In this course, the discussions of the readiness tests with a proctor:

a) helped me very much
b) helped me
c) had little or no effect
d) harmed me
e) harmed me very much

19. In addition to the academic function of the proctor in this course, his personal influence was:

a) very important
b) important
c) neutral
d) unimportant
e) very unimportant

20. With respect to the giving and grading of tests, I think that for student proctors to do the job is:

a) highly desirable
b) desirable
c) OK
d) undesirable
e) very undesirable

21. Are there any aspects of this course which you would like to see kept exactly the same, even if other changes might be made?

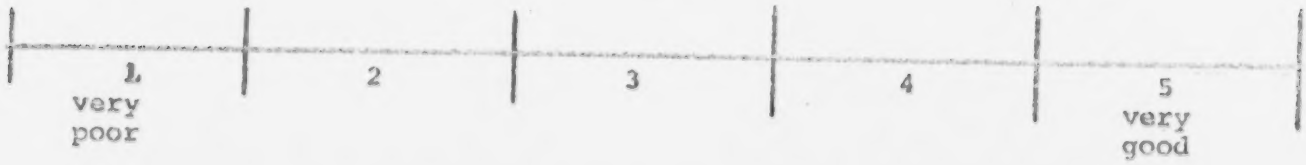
22. Are there any aspects of this course which uou would like to see changed, even if others were kept the same? How should they be changed?

23a. Please describe your study habits in detail before you took this course.

b. How would you rate your study habits before this semester? (Check one of the following spaces):

24a. Has taking this course changed your study habits? If so, how?

b. How would you rate your study habits now? (Check one of the following spaces):



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What do you think of the "modified contingencies," i.e., the quality point system that is proposed for German 2?

Sample Attendance Record 4

GERMAN 01	UNIT 9/27	9/29	10/2	10/3	10/4	10/8	10/9	10/10	
Lawrence ABT			X	X	X				
Barbara BAUER			X	X	X				
Carol BENGIS			X	X					
Sue BIGLEY		X	X	X					
~~Kevin BORAN~~									
Douglas BOSSERT				X	X	X	X		
Becky BOWN					X				
Nancy BRENNAN					X	O	O		
William BUCKLEY			X	X	X				
Kermit BURKE				X	X				
Thomas CAMPBELL						X	X	O	
Stanley CIEMNIECKI	X	X	X	O					
Brian CLARK	X	X	O	O	O	O	O		
Jesse CONELL		X	X	X					
Nancy DAHL					X				
W. Frank FIRICH				X	X	X	X		
John FITZWILLIAM				X	X	O	O	O	
Janet FLANAGAN		X	X	X	X	O	O	X	
Virginia FUSARO		X	X	X	X	X	X		
Susan GALLAGHER		X	X	O	O	O	O		
Michael GOTTFRIED	X	X	X						
William HAUPT					X	X	X		
George HOLT	X	O	O						
Constantine IRISH					X	X	X		
Theodore HUNTSMAN			X	X	X	X			
James HURLT		X	X	X	X				
Joyce JAKAN		X	X	X					
Scott LACKEY					X	X	X		

German 1

Table V

Student:

Unit Testing Records

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Final Exam.		
1st test																		
2nd test																		
3rd test																		
Quality Points																		
Remarks																		